

PROSPECTUS

PARKLAND COLLEGE STUDENT NEWSPAPER

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The Parking Problem What Do We Do

by BOBBI WALERIUS

"Why doesn't that school do something about that damned parking!" is one of the many reactions of parents of PC students after they bring home parking tickets.

Everyone is aware of the seriousness of the parking problem at Parkland, but what do we do about it? Many suggestions have been made to ease the situation, such as private parking for students, or PC window stickers to enable students to

park free of receiving parking tickets.

According to student government president, Darrell Farris, the student government, at its last meeting, discussed the possibility of: 1 - cutting the fine from \$1.00 to \$.50 on parking tickets, and 2 - Putting in sidewalks from Mattis Ave. to the Science building. This project is still in the making. It was also proposed to give 30 to 40 parking spaces at the Science building to the faculty

and leave the rest for students. One thing the student government has accomplished is that pedestrian crosswalks will be put in at Springfield and Mattis on April 1, 1970.

Gary James, Dean of Students commented, "Students should get a bite in this parking problem. Parking will possibly always be a problem-it is in every other city in the United States. It will probably be a problem on the new campus also."

Now the important question--What can YOU, as PC students do about this problem? You are urged to give your suggestions or ideas in order to help us solve this problem. This is your school, and these are YOUR parking tickets. Don't sit by and let somebody else do the talking--VOICE YOUR OPINION. Please give any suggestions to Darrell Farris, the PROSPECTUS, or see me, Bobbi Walerius.



A problem without a solution ----

Is Your Advisor—?

by JIM MICHELETTI

Is your advisor up to par? Does he know what he is supposed to know? Can you, the student, and your advisor easily work together to solve problems involving transfer courses, programs, hours and the like?

The answer could be yes or no. If the answer is yes, consider yourself a lucky student. You all are in the majority here. However, if the answer is no, consider yourself unlucky for one of the following reasons: (1) your advisor is not responsible, (2) you are not responsible, (3) your advisor and you are not communicating properly.

Let's first examine the function of an advisor. Then let's examine the function of the student. Afterwards, you can decide for yourself if your advisor is up to par, or if you are not up to par.

The first thing an advisor must do is to get to know the student. This simply means spending time with him, talking with him, discovering about him. The relationship should be, perhaps, a little more personal than the

relationship a student has with a teacher. Personal to the point that the advisor feels comfortable around the student, and that the student feels comfortable around the advisor. Personal to the point of keeping tabs on the student's development academically, socially, and vocationally. Personal to the point of outright suggestions to the student about improving himself.

The next thing an advisor must do is to help the student plan his schedule according to the requirements of a Certificate Degree or to the transfer requirements of a university. Doing this successfully is difficult and poses sticky problems for the student and the advisor. The ideal situation is this: the advisor is a specialist in the field the student wants to major in. He knows what is needed and what is not needed, in order to transfer. However, such may not be the case. For example, if a student wishes to transfer to the University of Florida, the advisor has a way of knowing what the University of Florida requires for courses. The student is left

to find out on his own and tell the advisor what he has discovered.

Another problem is that the advisor may not be in the exact field the student wants to major in, but in a more general field which simply includes the student's particular major. This happens because of an excess of students in one field and a shortage of students in another field. One cannot load a teacher with more students than he can handle, so what happens to the rest? They end up with another teacher who doesn't exactly know the gist of the student's field.

A third problem that the advisor finds himself in is that the briefing he receives upon arrival at the school plus his advisor handbook is not enough. He discovers more of what he has to do through experience.

What is the role of the student in all this? He simply has to be on his toes at all times, making decisions, setting his plan, defining his future. The advisor is there to guide the student along his way, as best as the advisor can.

If the best the advisor can do is to just simply talk to the student about his career, then he has done what he can. If the best the advisor can do is to set a definite schedule for you, recommend colleges and universities especially for your field of study, know what is transferable and what is not, and be willing to speak out with advice on a personal problem the student make bring up concerning his career and how he is achieving it; then, that is the best he can do.

Whichever advisor category yours belongs to, the point is this: the student still must dictate his life. The advisor is there merely to point the way and to make it most convenient and smooth as possible

for the student. But the student sets the pace!

The opinions expressed here of the advisory system are from an outside point of view. But keep in mind that in the opinion of certain faculty who have served as advisors for other schools, that the advisor system at Parkland is the best they have seen yet. There are a lot of bugs in the system, but considering Parkland's campus size and student-teacher ratio, the success is evident. The minor hangups that do occur although need ironing out.

Any student that sees any deficiency in the advisor system after reading this article should voice their opinions in a letter to the editor of this newspaper.

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Editorials

PROSPECTUS SURVEY

According to our findings there is still room for improvement of the PROSPECTUS. We recently did a survey of 134 PC students to find out how they feel about the Prospectus. The survey was done in a way which we hope has kept us from getting a biased sample. We chose every tenth instructor alphabetically from the faculty directory and sent 20 questionnaires to them. Twelve instructors were chosen and asked to pass the questionnaire out in their first class of the day. Although 240 questionnaires were sent out, only 134 came back completed, 16 came back not completed and 90 have not been returned at this time. Here are the results of the survey with some additional comments.

In the interest of fulfilling our responsibility to meet student needs, the PROSPECTUS staff would like to get your opinion of PROSPECTUS. Please answer the following questions as honestly as possible. We are interested in constructive criticism.

- How often do you read the PROSPECTUS?
(CIRCLE ONE)

	23-17.5%
A. Most of every issue.	37-28.1%
B. At least part of every issue.	54-41%
C. Only occasionally.	17-12.9%
D. Never	
- What part(s) of the PROSPECTUS do you read?
(CHECK ALL APPLICABLE)

Front page	92-69.9%	34-25.8%	Black Rap
Editorials	54-41%	54-41%	Features on faculty
Photos	66-50.1%	37-28.1%	News of PC board
Sports	58-45%	59-44.8%	Calendar
Campus Organization news	42-31.9%	72-54.7%	Cartoons
Features on students	69-52.4%		
- Do you think there is adequate coverage of:
(CHECK ALL APPLICABLE)

Sports	55-41.8%
National student news (i.e. moratorium)	52-39.5%
Campus new (i.e. organizations, guest speakers)	38-28.8%
Entertainment	52-39.5%
Student Life	40-30.4%
PC Administration (incl. board)	

4. 64 of the 134 people didn't answer this question. For our purposes we can only assume that they are not particularly dissatisfied. 48 people answered by showing satisfaction or approval. An example of these comments is, "PROSPECTUS meets the needs of the school, I feel."
22 People answered negatively or made suggestions. Some of the suggestions were these. "More cartoons," Two people said the PROSPECTUS is too one sided. Six people wanted more information about student organizations and activities. One person said the Nursing activities have been slighted.

One person asked for more coverage of controversial issues, and one said he wanted more "cheesecake shots of pretty students (girl only)".
5. Only 45 people made comments on this question. Of those 45, 22 indicated satisfaction. Of the other 23, many wanted more information about student activities and organizations. Many of the answers in No. 4 asked for the same thing. Also in question No. 2, 32% felt there was adequate coverage of campus news. We can

only conclude that students want more coverage of student organizations and activities.
Other answers given to #5 were these: One person wanted job opportunities and apartment rentals put in the paper. I must agree that this is a good idea. Another person wanted us to get free parking for students. We have printed several articles on the parking problem this year. That is about all we can do. We are still trying however. I would suggest that this person go and talk to his student government if he hasn't already.
One person wrote, "You give too much space to the niggers". Perhaps he wrote the article called "Student as Nigger."
Three persons wanted better girls for girl-of-the-month. I'm sorry we can't please everyone. The girls were picked by the photographers. Whatever inspires them.
One person said he wanted more on the relationships between students and the school. It sounds like he may have some good ideas, but he really didn't tell us what they are. I wish he had told us or would tell us just how we could do these things better. That's what this questionnaire was all about.

6. This question was put in partly as a gauge of the first five questions. Certainly if you don't ever see a PROSPECTUS, you can't read it. 46 people indicated that they didn't always see the PROSPECTUS. That is 36% of the total number who answered this question. 64% of 79 people answered the questions "yes". Of the 17 people who said they never read PROSPECTUS in question #1, none said they don't always see it. Perhaps if we distributed the paper better, some of those who never read it would start reading it.

There were people who made comments on question #6. Four people wanted the paper taken to the science annexes. The paper has always been taken to the main science bldg., but not to the others bldgs. We will take them to the other bldgs. from now on.
Three people wanted us to mail the paper to students. We have thought about selling subscriptions before, but didn't think there would be enough interest since you can get the paper at school. Perhaps we will reconsider selling subscriptions and mailing them.
Some of the other comments were, "leave in classrooms and buildings." I don't know where some of these people have been, but the PROSPECTUS has always been put in every PC building except at the science annex. One person said, "Just keep it away from me. I have to much to do anyway." I'm sorry if the PROSPECTUS gets in this person's way, but I'm afraid we can't spend any time keeping it out of his way.
Over all, I think we found some valuable information. Most of the 134 people questioned took the matter seriously. I would like to thank them and the instructors involved for their time and effort.

LETTERS TO THE EDITOR

Dear Editor,
I have just finished reading the January 27 issue of the Prospectus.
What I found particularly interesting was pages 6 and 7; the Black Panther goals in particular.
I find it distressing that you dignify this garbage in print. May I point out goals 2, 4, 6 and 8?
Goal 2 asks for "full employment for our people" when jobs are going begging each day in any newspaper.
Goal 4 asks for "decent housing, fit for shelter of human beings" in the face of the urban renewal program in the North End.
Goal 6 asks for "all black men to be exempt from military service." How about the non-radical black man who may be proud to serve in his country's military?
Goal 8 asks for "freedom for all black men held in federal, state, county and city prisons and jails." Do they really want immunity from prosecution for black people, regardless of any crime committed?

less Americans lived and died with? These people and their high-sounding slogans couldn't survive long if they weren't in the United States where they are free to speak out and or dissent. If Davidson and his "revolutionary spirit of liberation" were transplanted to the U.S.S.R., not only he, but his "revolutionary spirit" would never be heard of again.
William J. Wieme

Editor's Note:
To: Radical Youths for Revolution

Since we have no idea of what your group really stands for or believes in and no one has signed the letter, we have not printed it. We will, however, print the letter when the writer comes in and signs it.
The Editors

TO: PROSPECTUS
FROM: ALLEMMON

I have a complaint to make concerning the charge for copies of various articles held on reserve at the LRC. These articles are needed for reference and in supplement to various courses offered at Parkland. The ten cent charge for one copy is ridiculous. If this is an indication of inflation at Parkland, I commend the LRC for keeping up with the times. The point is, I cannot keep up with it. A price increase of five cents per copy is a bit steep. I have not the time to outline certain articles necessary for one to contend with in study. Since most study time is found at night and these articles are necessary for study; it is better to have copies made. Surely a five cent charge would be adequate, there are places doing copy work for four cents a copy. I feel that either reference material be made available to take to these other establishments or a price decrease is in order.

BLACK RAP

By Clarence Davidson

Black rap pjd
Since the writer of BLACK RAP, Clarence Davidson, is leaving Parkland, I am taking over the column.
As a final message to Parkland's students, teachers and administration, I am presenting the last BLACK RAP written by Clarence.

Katharine March
Well, the time has come, and the author of Black Rap must leave Parkland to transfer to another educational institution to further his educational opportunities. I can truthfully say that I will miss the apathetic atmosphere of the student center. But before I leave I would like to in my own opinion evaluate Parkland while I was student here, and make some recommendations.
To start I think Parkland should offer some kind of sensitivity training for its administrative hung-up administration. Like for

instance Dr. Starkael, Dean Swank, Mr. Karch and the new Dean of Students etc., should register for one of Lou Snyders Sensitivity classes. I know to some of you this doesn't sound real, but Parkland College, wanting to serve the community as best as possible, can be hampered in doing so because of the many hang-ups of the administration.
Some of these problems or hang-ups could be solved by getting more student and community involvement in the school. The students and community should be represented (by "community" people, not Bankers) on all major decision making bodies of the school including the Board of Trustees. After all who can discuss their problems better than the people who encounter them daily. I hope the students presently at Parkland take a hint and start "protesting" for Student Representation.
Although Parkland as well as many other schools has its pro-

blems I do think that it has taken some positive steps in creating some relevant programs for the community. The most prominent one is the newly established "preparadness program" headed by Troy Simpson. This program has given opportunities to 15 or more students to attend College who might not have had the opportunity.
Although the program has been extended into the winter quarter it is not as successful as it should or could be. There apparently is not enough commitment or support on the part of the administration.
If this program does fail because of a lack of commitment on the part of the school administration I think the school will have failed to speak to the needs of the community. This program needs more than a verbal commitment from the Board of Trustees, it needs financial aid and all other support it can get from the faculty.
The employment situation at Parkland hasn't changed very much since my last article written in the Prospectus asking for more Black representation of employees at Parkland College. The only change has been a transfer of one Black Receptionist to a secretary. I am positive that there has been more hiring of new secretaries, etc. but not one new additional Black
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IN-SIGHT OUT

For some time now, there has been a dark shadow cast across America. The shadow darkened ominously with the riots in Watts. The horror and shame of Watts, and the violence it took to focus the nation's eyes on "the problem", forever changed the youth of this country. The revolt against "the Establishment" by the youth, both black and white, is punctuated by sharp rhetoric, and too often, the crackling sound of gunfire and burning buildings. The reasons are many, all stemming from the fact that the white, middle-class power structure does not wish the status-quo to be shaken. The secure little world where greed is initiative, and lies are truth, must not be disturbed.
Hence we have the wars in Viet Nam and the Dominican Republic, the riots in Detroit, the brutal, bloody confrontation during the Democratic convention in Chicago, and the half-

inspired assassinations which have rocked this society to its rotten core.
Perhaps no one man, aside from Norman Mailer, has better centralized and collected the thoughts of so many disaffected people, and added his own piercing commentary than Eldridge Cleaver. His masterpiece, Soul On Ice, is monumental. He so critically states the case for the Blacks in America, and indeed, the whole world, that one must be moved to some sort of anger. Hopefully, this anger will be channeled toward true equality. But, this equality must be achieved, NOW, by the youth. For we are the people who will inherit the gross follies of our elders. We inherit the wars, bigotry, lies, injustices, and all the hate fostered by our fore-fathers.
The violence and anarchy proposed by the Black Panthers and the S.D.S. Weatherman faction,

hopefully, is not the answer. Yet there is a growing suspicion that words and compromise are not going to accomplish anything either. Perhaps the story of Troy and the Trojan horse is the real answer. To work on the inside, to change the system from within, is seemingly the most logical answer. For to destroy the system, we would have to destroy all the ideals which founded this country. We only want those ideals to be real once more, instead of the corrupted garbage they are now. A return to reality, rather than the ignorance under which we now exist.
Reform will take time, but then time is on our side. For, as Cleaver said, the only hope left is the youth of the world. We are the answer, and I hope we are up to it. For if we aren't, there may not be anything left to reform.

James Lauds Students

PART 2

(In the following interview, Gary James, new Dean of Students, talks with staff reporter Jim Micheletti on the problem of student apathy. James provides an insight into the area of apathy among students with reasons and improvements.)

Q. How would you approach the problem of student apathy? Or do you consider it a problem?

A. I don't agree that students are as apathetic as you indicate. I know too many students concerned with community issues, national concerns, religious commitments, life goals. In addition, many are carrying full-time academic loads in quality institutions, many of them are working part time, many are married, many are participating in school affairs. Numbers of our students are involved in extra-curricular activities, such as sports and clubs. I would say, based on these observations, that there is a small percentage of apathetic students in our college community. Apathy is a condition that may be changed through environmental stimulus. The college tries to provide many environmental stimuli for the student. This is an effort to recognize individual differences and provide opportunities.

Q. Then it's not what we think we should care about, it's what he thinks he should care about?

A. If your comment relates to my previous remarks about

student apathy, I'd say yes, I'm very optimistic about students. I think they are contributing to many societal concerns, in the way they're handling their lives. I don't like to make gross generalizations, but I'm just very optimistic about students and their concern for the problems in our society. Sometimes, I feel that too many of today's college students are too serious about life. They don't tamper their lives with enough relaxing and fun experiences.

Q. Why is it important for you to care about what the student wants?

A. Part of my philosophy is that of a belief in individualism. I have never been supportive of lock-step experiences. There seems to be a trend that it is the school's responsibility to make its programs relevant, and the school is at fault. If this is the case, we must listen to the views and needs of the student. At Parkland, we attempt to address these needs through instruction and student personnel services. I feel that it is important that students put their education at Parkland College as their number one priority for being here. The extra-curricular activities should be viewed as an extension of the educational process. I believe students should have some voice in the shaping of their educational lives, but I feel very strongly that the major part of educational decision-making should come from the professionals in the field.

Q. Is there a way to reach the student who doesn't care?

A. I don't know how I could answer that without being redundant. One has to keep trying to expose the individual to different experiences. Many students are forced to be here. Some pressures forcing students to attend college are parental, societal and peer influences. This causes their motivation to be low. Hopefully, we can "turn on" some of the students with exciting and relevant instruction. Instruction should be concerned with affective as well as cognitive growth.

Q. How can we attempt to eliminate apathy?

A. There are some ways. Through a talented teaching staff, through provisions for a sufficient number of competent counselors, through well-equipped diagnostic programs with a competent psychometrist (a person that administers tests to determine aptitudes, abilities, attitudes, and interprets the results), through experimental general education programs, through an educational program to provide opportunities for exploration of talents and career objectives.



Says Becky Welch, "So here--I--am."
"I live in a hazardous world."

The Welch Syndrome

by JIM MICHELETTI

In an interview with Becky Welch, English teacher, she suddenly made something very clear to this reporter. She turned, looked, and warned, "I live in a hazardous world!"

And indeed, she does. So, with that, the following bits and chunks of conversation with her that follow, clearly indicate... doing copy work for four cents I really do."

"Ah--she--who has the desk in the middle of the room has people walk past her." (Hum-um-mm)

"I remember when we were at Ramada Inn just getting out of the swimming pool. Some people were having a wedding upstairs there. We met them in the elevator and it turned out that we knew them."

There we were standing there in dripping wet swimsuits." (Someone came up to Becky for change for a \$5 bill)

"I don't have change for a five I got change for a four." (Uh-Uhv-Wow!)

"Ah, Jim, can I have a rough draft of this when you're done interviewing me?"

"I used to fly kites, but now I just observe. I'm tired of running around in the spring mud."

"I'm going to edit this interview when we're done." (Favorite things)

My favorite author is Virginia Woolfe. What ever happened to

her? She just died in a fit of melancholy."

(Political views)

"Political? I have registered and voted once. I have been known to vote."

"Politically, I'm leftist-centered." (Correction?)

"Now wait a minute. How about just right of anarchy?"

"Oh, huh--my shoes are on the desk--someone put them there." (Scene two on Welch)

"What kind of humor do I have? Weird?"

"I really don't think I have any political views--I keep them hidden." (Exposed)

"Underneath, yes, underneath my witty exterior, there is the soul of a gentle person. I think this. I don't know if anyone else does."

(Added comment from the crowd of faculty that have gathered around Becky's banquet table of irony and wit to absorb her delicious talent)

"What kind of interview is this?" (A laugh. Another laugh)

"Laughing and playing is good." "Oh, Lu, yell before you leave, so I know what you're doing." (The past)

"When I was 16, I was a governess for two boys in England. My life has been full of interesting people and circumstances."

(honestly speaking)

"I feel comfortable talking to you. You feel okay around me now, don't you? Perhaps a little mentally disoriented at this stage of the game."

"Theoretically, I think I'm a teacher." (More laughs, and more past)

"I was head resident at the dorm of the U of I and then I was the dean of Student Personnel--I just sort of drifted into teaching." (How it happened)

"With a Latin degree, you can't do a whole lot. So I tried different jobs. And I always wanted to teach. So here--I--am."

(What could happen)

"I don't know what I'll do. I might go to the Northwest. It has some appeal to me."

"I enjoyed gymnastics in college." (These are a few more of her favorite things)

"My favorite food is green olives. Bread, I suppose, all those healthy necessary things."

"My favorite indoor animal is the cat. My favorite outdoor animal is the horse." (Let's take a look at the threads)

"My clothes styles are comfortable. I think maxi's get dirty too easy. I enjoy wearing pants-suits."

"I like kooky shoes. I have big feet. A size ten." "I like e.e. cummings."

(Second character appears in this melodrama)

"Now here's somebody who can make my mind snap in 15 different directions (pointing to John Cardwell, English teacher)" she said, "while under control."

"You didn't interrupt us. You added to the interview, John." (The \$64 question)

Mr. John Cardwell, what is your impression of Becky Welch? (Ahem-cough)

"She is a study in the theater of the absurd. The functions of her mind--an-no-the functions, quirky, intelligent, discontinuous head. Which is to say--well, anyway, who ricochets through the halls of orderly manners and academe."

(Back to Becky)

"John Cardwell is my verbal hero."

"I'm a Libra. Reconciling the opposites. Libras are generally known to be healthy, friendly, cheerful, thrifty, brave, clean, etc."

(Scooby-doo-doo) Singing to herself.

"She was young, she was fair... hum-um-mm." (9-8-7-6-5-4-3-2-1-0?) (Domestic duties)

"Whatsa domestic duty? Me going home to fix dinner?"

"Will copies of this be available for bookburning?"

"I hope I can shape up after this interview. Am I being interviewed?"

This interview cannot be concluded. It can only be discontinued for lack of energy on the part of the reporter. Whew!

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Miss February

Along with February, comes Valentine's Day, and here is my favorite valentine. Joann Barcus, 18 years old, is a graduate from St. Joseph-Ogden. She commutes to her secretarial-science classes from her home town, St. Joseph, Illinois.

When asked what her hobbies were, she stated, "Anything and everything I want to do . . . especially ice-skating.
Photos by Pete Visel



HAVENLY

IS JOHN PENNEL

by JOHN PENNELL

If you have ever had the opportunity to watch or listen to Richie Havens, either on TV, radio or record, you must consider yourself lucky. Virtually an unknown to those outside the music and entertainment field, he is as good a talent as any in the music business.

He can cover a wide range of musical tastes, from folk to jazz, sometimes offering a mixture of both. Richie's versatility can be best appreciated on one of his latest albums 'mixed Bag'. In the album's first cut High Flyin' Bird, Havens works on a blues tune written by a fellow named Wheeler. With Haven's superb rhythmic talents he is able to weave this otherwise dull song into an interesting jazz configuration, presenting a great deal of style and taste on Richie's part.

Other songs worthy of mention on the 'Mixed Bag' album are Morning, Morning, Handsome Johnny, San Francisco Bay Blues, Dylan's Just Like A Woman and Paul McCartney's Eleanor Rigby.

BLIZZARDS

PERSONNEL: Harry (Cuby) Muskee-vocals, mouth harp; Eelco Gelling-Lead guitar, bottle neck guitar; Willy Middelbass; Hans Kinds-guitar; Hans Waterman-drums; Henk Hibrandie-piano.

I picked up this album in Holland during the summer of '68. It was the same summer that The Crazy World of Arthur Brown hit the States. All I wanted was a sample of some Dutch rock or blues or whatever. Well, I got their blues. Things I Remember, the first cut of side one, sounds very similar to the basic style of Them or the Kinks. These two groups still seemed to be very big in the Netherlands. Just For Fun, sounds like a third grade rendition a typical John Mayall and the Bluesbreakers number, without the guitar work. It is just an adequately, to some extent, worked up 1,4,5 progression. Their idea of Gin House Blues lacks like crazy from the way you might hear an English blues band do it. Cuby basically utilizes a simple guitar rhythm and that's about all. Although, the rinks may dig it? Cuby and the Blizzards, in my opinion, are definitely influenced by the English blues groups of the middle and late '60s.

CUBY AND THE BLIZZARDS KING OF THE WORLD

PERSONNEL: Harry Muskee (Cuby)-vocals and mouth harp; Eelco Gelling-lead guitar; bottle neck guitar; Herman Brood-piano, organ; Jaap Van Eck-bass; Dick Beekman-drums. Cuby and the Blizzards are basically the same in this album as the last except that: it was released in the U. S.; They've rearranged the personnel.

Morning, Morning is by far the simplest yet the most beautiful. The song was originally written by Kuperberg of the Fugs. With Haven's rich voice and Felix Pappalardi's arranging,

the song stands out as strongly touching and sentimental. Written about loneliness and insecurity in times of doubt, it is definitely the best cut. In Dylan's Just Like A Woman, Havens takes a popular tune and turns it into a raw interpretation of what is sincere in the heart and mind and what is not. The song is arranged lightly yet in its subtle composition lies the well defined character of distrust described by Dylan.

Throughout the album Havens weaves his versatile musical talents into his songs. From jazz to blues, to folk, to popular and back to jazz again. Throughout Havens establishes his worth as songwriter, interpreter and musician. Some kind of combination for a practically unnoticed talent. If ever you come across Richie Havens and wish to broaden your musical experience - Plug in your ears and listen. Its Havenly!!

King Of The Road, the first cut, is bluesy but definitely follows the Paul Butterfield sound. The Butterfield influence is obvious in the horn section arrangement. (They had to borrow some horn players to cut the album.)

The Big Bell reeks of what you might say is the Muddy Waters influence. I didn't say Muddy Waters reeks; poor imitations of him do. The piano work in this cut isn't too bad which might compensate for everything else.

The rest of the album is just typical of these two cuts-highly influenced.

Really, neither of these albums are significant in themselves. If, however, you put these two albums together and maybe the one or two that came out in between, you might gain some prospective as to how fast and where the English blues bands are going. Cuby and the Blizzards may be making it big in the Netherlands and Germany, but for them to compete on the English blues market would be suicide.



BY JERRY LENZ

LIVE PEACE

PEOPLE: JOHN LENNON-guitar, vocals; YOKO ONO-vocals; ERIC CLAPTON-guitar; KLAUS VOORMAN-bass guitar; ALAN WHITE-drums.

"We're only go'in to do songs we know, because we've never played together before" is Lennon's opening line on the album cut live in Toronto, Canada. Playing together for the first time, they've put together one of the greatest bands in existence.

Getting down on some of that good ole rock and roll like Blue Suede Shoes, Money, Dizzy Miss Lizzy, Clapton rips off some mighty fine guitar work. Adding Voorman's bass style to the Lennon-Clapton duo with White's dominant drumming, you get a grand total of GREAT.

Surprized to hear Clapton doing rock'n roll?? From the sounds coming out of his guitar, he's no stranger to the sound. Yer Blues, on side one, sounds to be where you expect to hear Clapton.

Cold Turkey, another Lennon Original, seemed to put across the acid-blues idea. With controlled distortion and some fine guitar work by both Lennon and Clapton the whole thing came through quite well for being its first performance. Eins, Zwei, Eins, Zwei, Drei, Vier----Give Peace A Chance.

This is the reason the Plastic Ono Band came to Toronto. In these four words is the meaning they wished to convey, simply **GIVE PEACE A CHANCE.**

Don't Worry Kyoko (Mummy's only looking for her hand in the snow) and John, John (Let's hope for peace) are the only two cuts on side two. In Don't Worry Kyoko, Yoko does her thing all over you. What thing is she doing is the question. Not having developed her waver-Not having developed her wavering falsetto to the point of competing with Tiny Tim, Yoko works her way from one sound to another. At times I think somebody hung her up by the toes and made her swallow a microphone. Instrumentally its not bad but vocally, you can forget it (if you can).

John, John (Let's hope for peace) may have the message intended but I think it lacks something-Delivery. The cut sounds like a highly Claptonized Indian rain dance but somebody forgot the rain.

I'd like to know what happened going from side one to side two. Side one sounded great, then came side two which simply fell apart. Of course, if you dig uncontrolled distortion and feedback interspersed with Yoko's moans. If you can, dig it!!!

FEATHER TRAIN

PERSONNEL Jeff, Larry, Fred, Dana, Frank, Bruce, Gary.

This is FEATHER TRAIN. What is this, anyway, 3 Dog Night Junior??? For some reason they can't escape the one basic sound--3 Dog Night. The only doing Dylan's Just Like A Woman, the song came out sounding the same as everything else--#3 Dog Nightish. Again on and old favorite, Summertime, they put it across in their usual vein. I have nothing against reproducing 3 Dog Night, but anything in excess is too much.

Somewhere in the second half of the U. of I. basketball game, I did catch two originals; one, quitted and sung by Bruce; The other seemed to be a community effort. Neither of them were too bad but both still followed the 3 Dog Night tradition. Maybe 3 Dog Night is their bag?? Who knows??? At least, the material is all in the same bag!?! They're not such bad musicians' they handle themselves pretty well. Their stage show is a bit frantic and unnatural at times. Since their vocal material follows on basic line, so it should follow that the lead lines and organ lines would follow the same lines every-time. So be it!

To me, they could have been playing the same song all night and I wouldn't have noticed. The crowd seemed to dig them because they dig 3 Dog Night (I mean the crowd digs 3 Dog Night). They'll just dance and entertain themselves.



MAYFEST IS

MAYFEST SPONSORS SEEK TO ALLAY FEARS

by BOB CARR
Daily Egyptian Staff Writer
Although sides have already been taken, for the most part, on the controversial May Fest, Monday night's meeting of the Concerned Citizens of Southern Illinois proved one thing--there is little, if any, communication between the originators of the festival, Harpetle Ltd. Inc., and the residents opposing the concert.

The opponents of the fest hold that thousands of unwanted persons will show up at the concert; traffic congestion will be choking; the noise from the concert will be disturbing; wildlife and the balance of nature will be upset; drugs will be used, exposing area children to their threat; land prices will decline; litter will mar the country; health and sanitation needs will not be taken care of; and, above all, property will either be damaged or destroyed.

In various appearances, primarily at a news conference Saturday at the Ramada Inn, Peter Kost, Charles Notarius and Harold Calhoun, the principals of Harpetle, have presented plans designed to nullify the bulk of opposition arguments.

Ticket sales will be in advance only, and will be good for the entire three-day festival. By using this unique plan, Harpetle hopes to eliminate the problems of a continuous flow of people from the town to the site and back. By selling tickets good for the entire weekend only, the amount of travel to and from Audion Meadows, the site of the concert, can be minimized.

In addition, only 100,000 tickets have been printed, this total being the absolute ceiling. To ensure that tickets are not counterfeited, the printing company will use a special paper that will be white on both sides with an undisclosed color laminated in the middle.

All tickets will be worn around the neck.

To keep extra persons from coming to Carbondale once all the tickets have been sold, Harpetle will begin a nationwide negative advertising campaign telling people that all tickets have been sold and that additional persons will not be admitted. If unwanted people do show up at Audion Meadows, buses will be provided to bring them to points of departure out of Carbondale.

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BULL PAGE

P.C. Student Awarded Champaign C of C Scholarship

Miss Linda Catherine Brown of Champaign is this year's recipient of the annual Champaign Chamber of Commerce Scholarship Award. Miss Brown is a first year student at Parkland majoring in dental Assisting. She graduated from Champaign Central High School in June of 1969.

The scholarship winner is selected by a committee composed of Chamber of Commerce members. Recipients must have graduated from one of the Champaign high school and demonstrate both merit and need. The Chamber of Commerce Scholarship Award totals \$250. It is awarded each January to a Parkland student.

Classification	Count
Full time Day Students	346
Part Time Day Students	250
Total Day Students	1596
Evening Students	694
Chanute Students	237
Total Evening Students	931
Non-Credit Students	136
Grand Total	2663

Scholarships

The Carle Foundation Hospital auxiliary is announcing the availability of scholarships to qualified students who have indicated an interest in the medical arts field. Parkland students in health career fields are eligible to apply. If you wish to apply, contact Mrs. Richard Ensrud, 3 Litchfield and Champaign. The deadline for requesting applications is February 15, 1970. Completed applications must be returned before March 1, 1970.

Grant Program For College Year 1970 - 1971

Grant applications for students are available now in the Office of Student Activities. All applications must be submitted to the Grant Commission no later than March, 1970.

APPLICANT MUST:

1. Be a United States Citizen;
2. Be a resident of Illinois;
3. Be admitted in good standing to an approved college or university in Illinois;
4. Submit the required application by the deadline;
5. Demonstrate financial need as determined by the Commission's need analysis; and
6. Not be eligible for the competitive State Scholarship Program.

GRANTS ARE:

1. Applicable only toward tuition and mandatory fees at approved colleges and universities in Illinois;
2. Available to a maximum of \$1200, not to exceed tuition and mandatory fees;
3. Applicable only to full-time undergraduate study; and
4. Renewable annually upon proper application, dependent upon continued legislative appropriation.

Ice Skating

Ice Skating Party Monday, February 9 from 7:30-9:30 p.m. at the U. of I. Skating Rink. The price is 60¢ at the door for admission and skates. You will also need to present your Parkland I. D.

Calendar

- Feb. 9--Computer Seminar
- Feb. 10--BB at Illinois State
- Feb. 12--Lincoln's Birthday No classes
- Feb. 13--Wrestling at Lake County BB at Rend Lake
- Feb. 14--Sweetheart Dance
- Feb. 16--"Planning for the Wedding" Seminar
- Feb. 17--Cinema Nite--7 p.m. "Battle of the Bulge"
- Feb. 19--BB vs. Danville at Home
- Feb. 20--Casino Nite Wrestling State Tourney at Joliet
- Feb. 21--Wrestling State Tourney at Joliet BB vs. U of I Frosh at Assembly Hall
- Feb. 24--Chess Tournament Night

Plan Spring Formal

All students interested in the planning and development of the annual Spring Formal Dance, please register in the Office of Student Activities. Plans must be established now for entertainment, queen procedures, refreshments, decorations, etc.

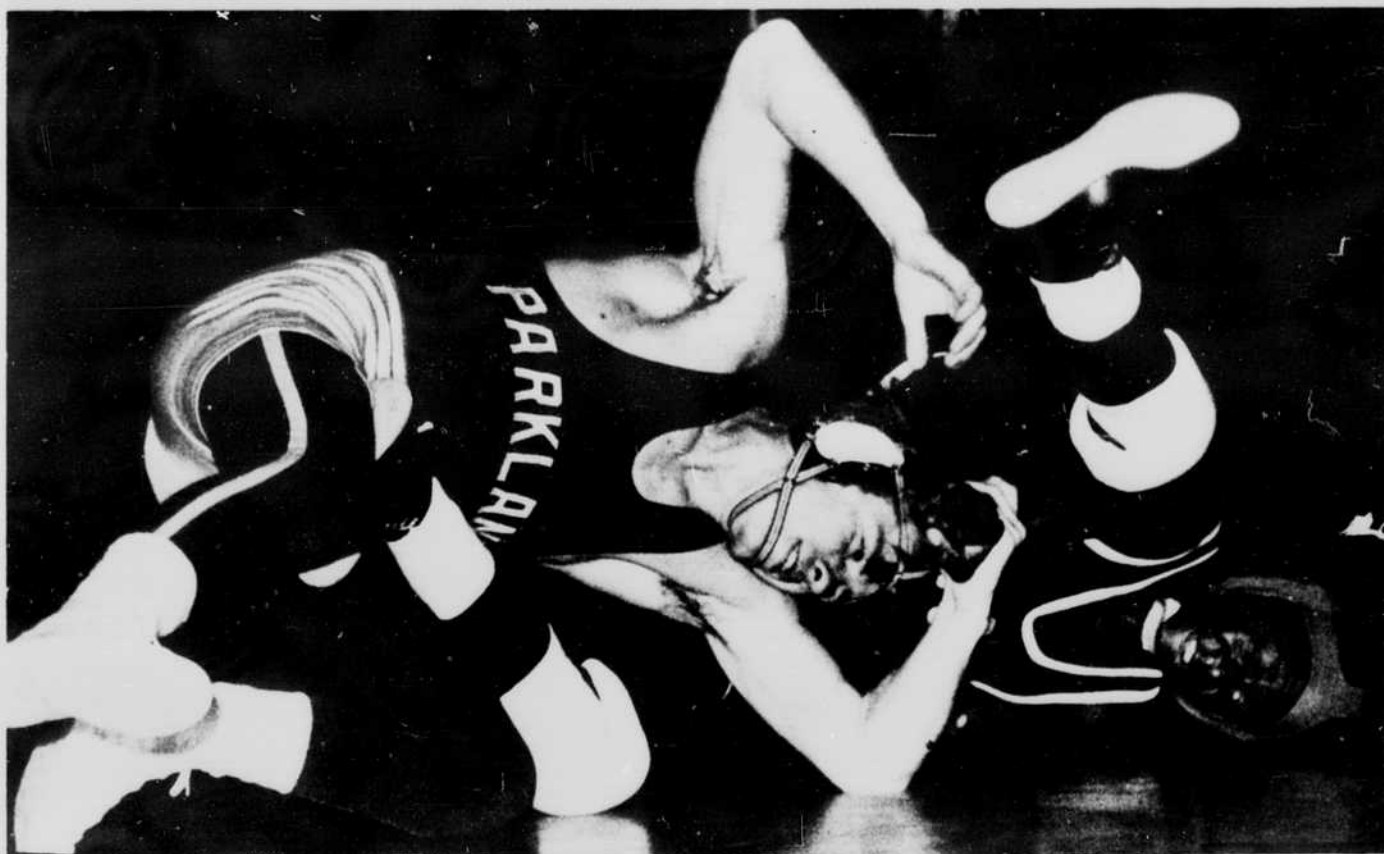
Suggestion Box

The library staff has put a large green-covered box near the front door on the circulation desk where students can drop in their suggestions. These suggestions can be for improved service or can be students' opinions of the assistance they were given by the staff. Students are encouraged to help in the book selection process because the College wants the LRC book collection to be one that the students find useful. If a student cannot find a particular title in the LRC catalog, he may fill out a request form. Also, if there are any magazines that students would like to find in the LRC, these can be requested on the same forms.

Research Project

The Learning Resource Center is conducting an opinion research project. The library staff has put a large green-covered box near the front door on the circulation desk where students can drop in their suggestion. These suggestions can be for improved service or can be students' opinions of the assistance they were given by the staff.

Students are encouraged to help in the book selection process because the College wants the LRC book collection to be one that the students find useful. Therefore, Mr. Dave Johnson, Coordinator of the LRC, has announced that a box of book request forms will be available to students on the circulation desk from now on. If a student cannot find a particular title in the LRC catalog, he may fill out a request form. Also, if there are any magazines that students would like to find in the LRC, these can be requested on the same forms.



PARKLAND GRAPPLER BEN Wallace sights his opponent for position in Parkland's first home wrestling meet against Florissant. Wallace, competing in the 118 pound class, eventually lost to his foe.

Cobras Nip Spoon River, 103-102

by STEVE PETRY

Our Parkland cagers threw in everything but the kitchen sink as they downed Spoon River Junior College 103-102 in a literally hard-fought overtime battle, witnessed at Centennial High School Gymnasium on February 2. The win brought the Cobras season record to 11-9.

Parkland was up against a somewhat taller team and, for that reason, was doing a below-average rebounding job under the offensive and defensive baskets. The fast break and quick responsive steal were the main keys to Parkland's victory. Herb Leshoure and Joe McNeal were in

double figures by the half, but Parkland left the first half floor behind 45-39.

The start of the second half was a see-saw battle for awhile with Spoon River taking an occasional 11 point lead. However, the breaks finally started to fall in Parkland's favor and PC finally got a few 5 point leads. Just as things started to move, Herb Leshoure drew his fifth personal with 6:01 remaining in regulation time. The cagers outscored Spoon River 52-46, which brought the game to a 91-91 over-time confrontation.

A little less than half-way into the over-time a player by the name of Ball from Spoon River, decided to start a boxing match instead of a basketball game. Ball picked Butch Wolfe for his sparring partner and a few seconds later found himself on the bench.

Wolfe came out ahead in the fight, but was unable to put Mr. Ball through the hoop for two points. Wolfe was then benched with 13 points, and a boxing title for the night's work.

With 2:53 left in over-time, the game was all but over. With 1:05 left, Ron Butler became the

third member of the first string to foul out. Butler left the game with 19 point and a great defensive job to his credit. With nine seconds left in the game, Joe McNeal became the fourth foul victim. Spoon River missed the free throw and the break went to Parkland and the game basket to Ardell Webb, his 24th and 25th points of the evening.

The rest of the scoring went to Herb Leshoure with 13 points; Joe McNeal, 24; Joe Peters with 7; Tom Tingley, 2.

Florissant Whips Grapples, 26-16

by PETE VISEL

Subsiding to their opponent four times via pins, the Parkland wrestlers lost their first home meet to a fiery Florissant Junior College Squad 26-16. The Cobra Grapplers gained pins in the 167 and 177 pound classes and gained decisions in the 134 and 142 classes.

Results: Florissant 26 - Parkland 16
 118-Wallace was pinned
 126-Forfeit
 134-Forfeit
 142-Chin won via decision
 150-Redmon lost via decision
 158-San Miguel was pinned
 167-Miller won via pin
 177-Moore won via pin
 190-Webb lost via decision
 HVYWT-Forfeit

Bucks Lead I.M. Circuit

Intramural BB Standings

THE BUCKS	4-0
SOBIES	5-1
GOLDEN K's	4-1
DRUTS	2-1
FLYING COUGARS	4-2
MOD SQUAD	3-4
CREWS CRUSADERS	1-4
PURCELLS SYSTEM	1-4
NADS	1-4
DAVIS'	0-3

Eastern Frosh Down Cobras, 98-89

Aided by a tall front line and numerous shots at the basket, the Eastern Illinois Freshmen whipped the Cobras 98-89 in a game played at Eastern on January 26. The loss left Parkland with a 10-8 mark, while Eastern moved to a 8-1 record.

The Cobras showed a hot hand from the floor by connecting on 35 of 65 field goal attempts. However, Eastern's superior height proved to be insurmountable, as the Panthers outrebounded the smaller Cobras and, subsequently, managed 20 or more shot attempts.

Leading 10-8, Eastern outscored the Cobras 15-4 to grab a 25-12 lead with 11:08 remaining in the first half. After trading baskets for the next 6 minutes, the Cobras put together a fierce rally to trail by 4 points. With the score 40-28, Parkland, behind a McNeal bucket and 3 consecutive Leshoure baskets, surged to cut the margin to 40-36. However, the Cobras could come no closer as they saw the Panthers emerge with a 49-43 halftime lead.

The second half saw Eastern jump quickly to a big advantage, and survive a late Cobra rush. After a basket by Ardell Webb, the Cobras hit a 3 minute drought. During this time, Eastern scored 10 consecutive points and, 5 minutes later, saw their lead grow to 17 points. A late Cobra surge cut the margin to 7 points, but it proved not to be enough.

A man for all seasons No Baseball in 1970

After five weeks of strenuous research, primarily by Student Government President Darrell Farris and Athletic Director, Joe Abbey, baseball at Parkland in 1970 is a dead issue. While the possibilities of a baseball team this year seemed, at first, very encouraging, one main factor proved to be the splinter of the entire "operation": the fail-

financial standpoint, very realistic.

The next step was to secure a practice field and a diamond to use for games. This writer secured a place that would have been ideal for "home" games. Located approximately 15 miles away from the Parkland campus, Royal field, the site of a summer league semipro team, definitely had the conditions to "accommodate" a Junior College baseball game.

Joe Abbey reportedly had set up tentative dates to match out of town track meets, which would have cut down the expense and assured the team of a stable schedule in the first year of competition.

However, a feasible practice site, after 3 weeks of search, was impossible to find. Due to the fact that student transportation would be, because not everyone would have a means of transportation, difficult, the "scope of choice" was limited to the Champaign area. Two of the best possibilities, McKinley Field and Centennial Park, were eliminated because they were preoccupied with high school teams at the same time. In Urbana, Blair Park was a downfall because, as Farris put it "The team would have had to vacate the field by the middle of April, which would be in the heart of the season."

In my opinion, everything possible was done to secure a baseball team this "season." While the "diamond shortage" ended the probe this year, the other factors can only be considered encouraging. With the amount of student support given the program, a successful baseball program in the future is a feasible thought.

As for next year's "baseball chances", only time will tell. So don't give up hope now; there's still some hope for the future.

Randy Russell
Sports Editor



ure to secure a practice field. On November 4, the proposal of adopting a baseball program at Parkland in 1970 was presented to the Student Government. The proposal gained unanimous support from the "governing body," leaving this writer to speculate that the outlook appeared, at the least, to be very bright.

During the two weeks following the early November meeting, petitions were distributed to determine whether baseball was of genuine interest to the student body. After 300 names were secured in five days, a sign-up sheet was posted for the people that were actually interested in trying out for the team. Over 50 candidates signed up for this "tryout list." These two "miniature surveys" left signs that the students were interested in the establishment of a baseball program.

A possible baseball budget was drawn up by two Parkland students and was positively checked with the Student Government budget, which includes athletic funds. With this all-important item out of the way, it was evident baseball was, from the

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PAUL IDLEMAN + BOB IDLEMAN

CONT. FROM PAGE 5
 one. I think if Parkland continues to refuse to speak to the needs of Black employment at Parkland, the Student body along with other community organizations should take necessary steps, to persuade them in doing so.

With the New Year 1970 Parkland is about to start its first

phase of building its new campus. The construction industry being a prominent receiver of criticism for the discriminatory practice of keeping Blacks out of the skill crafts area hasn't changed very much. I wonder how Parkland is going to deal with this issue. Of course I would suggest that before they accept any bids for construction, that they receive from each bidder a written statement saying that they have a certain proportionate number of Blacks employed in all aspects of employment, which the appropriate number could be de-

termined through communication with the Black Coalition of Champaign, Urbana.

The month of January besides being the beginning of a new year, is the birthdate of a great man who died while fighting for the long struggle of "Black Liberation", the Rev. Dr. Martin Luther King Jr. The fifteenth day of January should be a day of memoriam at Parkland College and all over the U.S. I would now propose to Parkland College that they name one of their new buildings after the construction after Martin Luther King, Malcolm X, or Fred Hampton.

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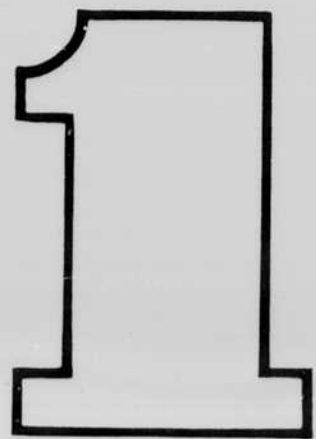
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